



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 4        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
| 0        | K-12 schools                      |
| <b>6</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 4517

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	32	35	67	6	0	0	0
K	44	46	90	7	0	0	0
1	55	35	90	8	0	0	0
2	53	51	104	9	0	0	0
3	50	30	80	10	0	0	0
4	45	38	83	11	0	0	0
5	0	0	0	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							514



9. Students eligible for free/reduced-priced meals: 87 %

Total number students who qualify: 447

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>3</u> Orthopedic Impairment
<u>      </u> Deafness	<u>1</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>      </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>      </u> Multiple Disabilities	<u>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>      </u>
Classroom teachers	<u>26</u>	<u>      </u>
Special resource teachers/specialists	<u>1</u>	<u>      </u>
Paraprofessionals	<u>21</u>	<u>      </u>
Support staff	<u>11</u>	<u>2</u>
Total number	<u>61</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	1%	1%	1%	10%	1%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

In 2005 -2006 there was a change in administration that effected teacher turnover rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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Nestled in the piney woods of East Texas, West Side Elementary is a rural neighborhood school located in Jacksonville, Texas. Once known as the “tomato capital of the world,” this small town is a community that places high importance on and takes pride in the education of its youth. Visitors traveling South on State Highway 69 from Tyler, Texas, are greeted by a billboard celebrating the success of Jacksonville students in 2008-2009 for establishing 3 Exemplary campuses and 2 Recognized campuses throughout the district. West Side set itself apart by becoming the first campus in JISD history to maintain an Exemplary rating for two consecutive years from 2007-2009.

The success of this school is best attributed to the belief, flexibility, determination, perseverance and passion of the campus community. The vision of West Side Elementary School is “Doing Whatever It Takes to Ensure Excellence for All.” This is not simply a slogan that hangs on the wall, but a core belief that all students deserve the highest quality education that can be provided. By developing and maintaining high expectations for students, ensuring that each student recognizes the capacity that they possess to learn and achieve, and showing them that they are shaping their future every day by the choices that they make, we provide students with the opportunity to build a foundation of success that far exceeds teaching the basics. Our mission statement is as follows, “West Side Elementary is dedicated to the development and success of each child. It is our goal that all students will learn and enjoy coming to school every day. We are committed to providing a rigorous and relevant academic environment ensuring that all students have a strong foundation and are provided extensive opportunities for challenge beyond the basics. Our approach to learning allows educators to teach in ways that excite and motivate students, encourage them to actively participate in the classroom, and take advantage of technological opportunities available to them.”

The commitment of administrators, faculty and staff to work collaboratively to develop a program of curriculum and instruction that best meets the needs of students and provides students with the opportunity to experience success has always been a tradition at West Side Elementary. Student success is consistently and collectively celebrated to motivate students and build their confidence. In addition to rewarding students for high achievement, we place a high priority on awarding student effort, progress and character. “Fabulous Feathers” are awarded to students daily and shared during morning announcements for displaying the campus character traits of trustworthiness, respect, responsibility, fairness, caring and good citizenship. During POW WOW ceremonies held at the end of every six-weeks period students receive awards for academic achievement, hard work and measurable improvement. Student success is celebrated on a daily basis by displaying student work, sharing success with parents by phone, allowing students to come to the office and show other staff members and administrators the progress they have made, and highlighting individual student success on our West Side Rock Star bulletin board. In each situation, students are reminded that they are successful because they worked hard and put forth their best effort.

Our theme for 2009-2010 is, “West Side Rocks!” In addition to raising expectations for student achievement this year, we are working to establish our campus as a “No Excuses University” by promoting college readiness beginning in Pre-Kindergarten and instilling the belief that all students can attend college, no excuses. Teachers build student interest and education about college by adopting a specific university to support by decorating the classroom with college colors and memorabilia, providing students with information about campus culture and traditions by visiting their websites, inviting alumni to campus to speak with students, introducing college vocabulary and showing support by wearing school colors each week on College Day. Our campus is a place where anything is possible.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Each spring, the students at West Side Elementary participate in the state mandated assessment system. Students are evaluated by using a criterion referenced assessment known as the Texas Assessment of Knowledge and Skills or TAKS test. This test measures student mastery of the state curriculum, the Texas Essential Knowledge and Skills or TEKS. All 3<sup>rd</sup> grade students take a reading and math test, and 4<sup>th</sup> grade students are tested in reading, math and writing. Alternate assessments have been designed for special education students who meet specific criteria as determined by an ARD committee including TAKS Accommodated, TAKS Modified and TAKS Alternative.

Each campus and district receives an annual accountability rating from the Texas Education Agency based on student performance on the TAKS exam. These results are based on the total passing percentage of all students on the campus in addition to the passing percentages of students in each subpopulation in each subject area tested. A campus may be rated Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable. In order to receive an Exemplary rating, student passing percentages must be 90% or higher overall and for each subpopulation.

The testing data for West Side over the last 5 years shows a trend of improvement which is attributed to the willingness of administrators, teachers, students and parents to do whatever it takes to ensure excellence for all students. In 2005, we had a passing rate of 87% in reading and 83% in math and a 92% passing rate in 4<sup>th</sup> grade writing. This shows considerable improvement from 2003 and 2004 in which student passing rates were in the 60's and 70's. Reading and math scores continued to increase in 2006 with student passing rates of 93% in reading and 95% in math. In 2007 scores continued to stay high with reading at a 96%, math at 92% and a significant increase in 4<sup>th</sup> Writing at 99%. In 2008, student passing rates remained consistent in the middle and upper 90's for all subjects overall. Passing rates for all subgroups exceeded 90%, earning the first Exemplary Accountability Rating for West Side. Last year, student achievement in Reading and Math reached the highest levels with 98% of our students passing Reading, 99% passing Math and 98% of our students passing 4<sup>th</sup> grade writing. In addition, the passing rates for all subgroups increased making us an Exemplary campus for the second consecutive year. West Side passing rates continue to be well above the state averages for all subjects from 2005-2009.

In addition to maintaining Recognized and Exemplary accountability ratings, West Side has earned numerous Gold Performance Acknowledgments from the Texas Education Agency over the past 5 years. Campuses receive Gold Performance Acknowledgments when 20% or more students achieve Commended Performance in a subject area tested. In 2005-2006, our campus received Gold Performance in math. In 2006-2007 we received Gold Performance in math and writing. In 2007-2008, we received Gold Performance in math and writing and in 2008-2009 we achieved Gold Performance in reading as well as math.

The data also reflects a steady increase in the performance of our economically disadvantaged population. Despite this increase, we continue to maintain a high level of student achievement and take needed steps to address the individual needs of this growing population. We have a motto of "No Excuses". Each faculty member has an obligation to teach every student to read, write and perform math on grade level, and each student has an obligation to learn grade level curriculum with no excuses. Every individual on our campus, whether it be teachers or students, have high expectations for themselves, and all other stakeholders.

Additional assessment information may be viewed at the Texas Education Agency website:  
[www.tea.state.tx.us/studentassessment](http://www.tea.state.tx.us/studentassessment)



## **2. Using Assessment Results:**

At West Side, student assessment data is used to evaluate the effectiveness of curriculum and instruction at all levels, develop a continuous improvement plan that addresses specific campus needs, and to develop and implement staff development activities that meet the needs of teachers and students on our campus and increase student achievement. Assessment data is also used to plan and implement interventions for individual students and student groups.

Administrators, the Curriculum Strategist, Content Specialist and grade level teachers meet at the beginning of the year to analyze student assessment data from the previous year. This data is used to identify specific curriculum objectives that students across a grade level or within a specific subgroup failed to master, compare student achievement across classrooms, and identify areas that need to be addressed for individual students. This process continues throughout the year during weekly grade level meetings where we work collaboratively to use student assessment data from universal screeners such as TPRI, progress reports, report cards, running records, weekly assessment grades and district level benchmarks. Benchmarks are used to monitor student achievement, identify areas of concern, make instructional and curricular adjustments, and provide individual students with targeted interventions.

For example, recent data analysis revealed that vocabulary was a specific area of weakness for our second language learners and students from low socioeconomic backgrounds. To increase student performance in the area of vocabulary, teachers were provided training by a consultant specializing in vocabulary development and literacy in which specific strategies and instructional methods were taught.

Teachers also use assessment data to group students in a specific grade level based on academic needs. During daily intervention time, teachers provide struggling students with small group, individualized instruction while higher performing students participate in whole-group enrichment activities.

## **3. Communicating Assessment Results:**

Jacksonville ISD and West Side Elementary maintain an active partnership with parents and community members due to our shared belief that it truly does take a village to raise a child. The district communicates assessment results through a variety of traditional and non-traditional methods. A computerized sign and billboards are displayed throughout the town to ensure the community stays informed of school and district test results. The superintendent shares points of pride about accomplishments and assessment results from around the district on a weekly radio interview. He and many district administrators are active in many community organizations where this information is shared as well. The assistant superintendent ensures that school board members are provided with current student assessment data along with individual recognition received by individual campuses at monthly board meetings. In addition to receiving daily information folders and student work samples, parents have the ability to check student's grades on a daily basis on the internet.

Teachers at West Side meet with parents during parent/teacher conferences a minimum of two times per year to discuss student progress, explain assessment results, and answer any questions parents have about the performance of their students. Parents also receive information about student achievement and student success during parent information nights, by reading the campus newsletter, and/or visiting our campus website.

At West Side, our favorite way to communicate assessment results to students, parents and community members is by celebrating student success regularly. Students receive positive notes to take home to parents or make phone calls home to share academic success. At the end of every six weeks period students receive awards for high academic achievement and for gains in academic progress.

#### **4. Sharing Success:**

The goal of Jacksonville Independent School District is to become a Recognized district. In the past few years, it has become clear that in order to achieve this goal, district and campus administrators must work together with the Curriculum Strategist, Content Specialist, and teachers throughout the district. District grade level meetings were implemented at the elementary level to provide teachers from different campuses with the opportunity to share curriculum and instructional methods district wide. In addition to these meetings, campus administrators and instructional strategist meet frequently throughout the year to share strengths of individual campuses, and maintain a focus on students' achievement.

For the past few years, West Side has experienced dramatic improvement in Math while other schools have continued to struggle in this area. Our Math Specialist now works closely with representatives from other elementary schools in our district. She shared changes that were made to the scope and sequence, supplemental resources that were effective in increasing student achievement such as Motivation Math and Target Math, and instructional strategies and problem solving methods that we use when working with struggling students. This has resulted in increases in scores at the other schools.

We frequently get calls from other districts requesting to visit our school, ask questions about what we do at West Side to allow our students to experience such high levels of success. In addition to changes made with regard to curriculum and instruction, our principal is adamant that the commitment of our teachers and staff play a key role in the success of our students. On our campus, the focus is on the people who make a difference on a daily basis.

As a 2009 "Title I Distinguished School" our principal spoke to other administrators from our Region about specific practices and procedures that we have implemented at West Side that have had a direct effect on increasing student achievement. Administrators and staff members at West Side look forward to the opportunity to share our success with schools across the nation as a Blue Ribbon Campus, and inspire in them commitment and determination to provide all students with an Exemplary Education.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Students at West Side Elementary are provided with a rigorous curriculum based on the Texas Essential Knowledge and Skills that is learner-centered and vertically and horizontally aligned. Teachers work together each week with the Curriculum Strategist to determine the best way to present grade level specific objectives in a way that will allow our students to be engaged in learning and successful in applying new learning to real life situations.

The Language Arts curriculum is based on a balanced literacy approach. Teachers use a variety of strategies to teach specific reading and writing skills. Students are provided with hands on opportunities to apply what they have learned by manipulating letters and sounds to build words, reading independently for a purpose, and participating in interactive writing and Writer's Workshop. Students are encouraged to write about what they learn across the curriculum and about their real life experiences. They become authors as they draft, edit and revise their writing, conference with other students and teachers, and publish their work to share with classmates and family members. Critical thinking and problem solving are built into the Language Arts curriculum as students participate in classroom discussions that require them to make predictions, identify character feelings, emotions and motivations, develop original ideas, compare and contrast different stories or events in their own lives, analyze the author's purpose and form their own opinions about what they have learned.

The Math Curriculum at West Side is vertically aligned allowing students to smoothly transition from the concrete to the abstract and ensure that skills, vocabulary and problem solving strategies are consistently taught from one grade level to the next. Teachers provide instruction using the lesson cycle and students are engaged in hands-on activities that increase motivation and ensure student engagement by using manipulatives, brain teasers, games, songs, class projects and technology. For example, second graders acted as cashiers for their school wide lemonade stand after learning about counting money. Each morning students are presented with a meaningful problem that is directly related to their interest and daily environment during Math Rocks time. This requires higher level thinking and allows students to see the importance of math concepts and applications in solving every day problems.

The Science and Social Studies curriculum are integrated into the Reading, Writing and Math curriculum at all levels. Teachers in Pre-Kindergarten and Kindergarten develop thematic units that allow students to develop a deep understanding through focused study of children's literature, hands-on activities and the use of technological programs such as United Streaming that bring the outside world into the classroom. In addition to classroom instruction and inquiry activities with a strong focus on vocabulary development, students in 1<sup>st</sup>-4<sup>th</sup> grades visit the Art/Science Lab weekly. During Art/Science Lab students participate in hands on activities and projects like planting and maintaining a school garden, creating a rain room to experience the water cycle, and making stepping stones for use in the community park. They learn about different artists and medium used and are provided the opportunity to view and evaluate paintings and projects on loan from a local community college to see the many different forms created by artists.

Our music teacher at West Side provides students with opportunities to explore music from different cultures and integrates Social Studies into the curriculum. While providing students with a knowledge of composing, reading and performing, she enriches the curriculum as students explore the importance of Veterans, Martin Luther King's famous speech and holidays and traditions around the world. All students have the opportunity to perform in a variety of musical performances while they are at West Side that include dancing and acting in addition to singing and playing musical instruments.

## **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

West Side Elementary uses a balanced approach to literacy. Our Literacy Coach observes and monitors classroom instruction, provides modeling and coaching for new teachers, develops lessons, and closely monitors student data, allowing her to evaluate and readjust the Reading Curriculum as needed. Teachers provide instruction using whole-group reading and writing mini lessons. These lessons focus on phonemic awareness, phonics, vocabulary development, fluency and reading comprehension. Guided Reading is used daily to provide students with frequent opportunities to read at their instructional level using leveled books from West Side's Literacy Library. Each student's reading level is closely monitored, and instruction is based on consistently raising the reading level, fluency, and reading comprehension of each student.

At West Side, all students read and write daily. The use of interactive writing in the primary grades and Writer's Workshop in every grade has increased the reading comprehension for all students. Using the Reading Renaissance Program increases student motivation to read independently while increasing student's reading level through daily practice. Through wide reading, students have opportunities to apply new skills in authentic contexts. Teachers use quality children's literature from a variety of genres. This takes place during read alouds to introduce new vocabulary, modeling of strategies that good readers use to decode words and comprehend what they are reading, and by helping students develop a love of reading.

A wide variety of resources are used in the development and implementation of the reading curriculum at West Side. Pre-K teachers implement the Texas Early Education Model for Literacy to allow students to develop reading readiness skills. Kindergarten and 1<sup>st</sup> grade teach phonics and phonemic awareness using *Phonics Lesson* by Fountas & Pinnell. Second through fourth grades supplement instruction using Motivation Reading and Keep on Reading, which resulted in increasing student's reading comprehension of fiction and non fiction material. Science and Social Studies are integrated throughout the Reading Curriculum as students use informational texts to increase their knowledge of the world.

## **3. Additional Curriculum Area:**

During weekly grade level meetings teachers discuss specific instructional strategies and tools that will be used to introduce new Math objectives. They also use this time to look at weekly assessment data to determine if re-teaching is necessary and how best to address the needs of each student. Our Math Specialist observes and monitors classroom instruction, provides modeling and coaching for new teachers, and works with teachers individually on an as needed basis.

Approximately 90 minutes per day is devoted to focused Math instruction in the classroom. Teachers introduce new skills, conduct authentic assessment through observation and questioning, and re-teach skills and objectives to individual students as needed. Those students who continue to struggle to master specific objectives receive targeted interventions individually, or in small groups provided by our campus Math Specialist and Curriculum Strategist.

Our success is due to strategic planning of the Math Scope and Sequence, ongoing program evaluation, and modification realignment. Students are introduced to basic concepts in PK including number sense, operations, quantitative reasoning, patterns, relationships, algebraic thinking, geometry, spatial reasoning, measurement, probability and statistics, and problem solving. Problem Solving is a daily focus, and builds in complexity as students progress through the grade levels.

Teachers and students have access to a large variety of mathematical resources. Our McMillan/McGraw Hill textbooks include a wonderful technology component that we regularly incorporated into daily lessons. It also includes CDs that students can use at home, along with access to many websites. Additional resources used are Saxon Math in Kindergarten and 1<sup>st</sup> grade and Motivation Math, Countdown to Math, Accelerated Math,

and Heartbeeps in grades two through four. TARGET Math is a valuable tool used to spiral Math skills daily in Kindergarten through 4<sup>th</sup> grade. A key component of our math curriculum is teaching higher level thinking skills by providing students with many opportunities to apply what they learn in class to solve everyday, real world problems.

#### **4. Instructional Methods:**

Significant increases in student achievement at West Side are the result of all staff working together as a team to provide differentiated instruction and an instructional environment that best meets the individual educational needs of each student. At West Side Elementary, administrators and staff use data driven decision making to determine the specific needs of our students and then develop a plan focused on accelerating instruction. We do not wait until a student is failing to provide them with interventions. We know our students and are proactive in meeting their diverse needs.

Student achievement is monitored weekly by teachers and administrators to determine the effectiveness of instructional methods and to identify specific students who struggle. Individual and small group instruction is provided in the classroom by teachers and instructional aides, during after school tutorials twice per week, and outside of the classroom by our Reading Specialist, Math Specialist, the Curriculum Strategist, or a Certified Tutor. To meet the needs of our second language learners, we provide intense vocabulary instruction through the use of quality children's literature, by providing concrete examples, and by using technology to bring the real world into the classroom.

Technology is also used to provide targeted instruction for students who struggle. Flash Masters and computer games are used to build student's fact fluency in Math. We use the Heart Beeps program during Reading, Math and Writing tutorials before school. This program focuses on specific objectives that have not yet been mastered. The Waterford and Earobics programs are used in Pre-K and for older students as needed for building phonemic awareness and basic word attack skills.

At West Side, every staff member is utilized and held responsible for the success of our students as we do whatever it takes to ensure excellence for all.

#### **5. Professional Development:**

The success of West Side Elementary is due in large part to the commitment of administrators and staff to engage in life-long learning. Administrators, teachers and staff consistently engage in professional reading, study new programs and curricular materials, attend conferences, network with other educational professionals, and collaborate with co-workers to ensure that our programs and practices are continually evaluated and improved to provide our students with the best possible learning materials and learning environment. Administrators, teachers and staff work collaboratively to develop an ongoing plan for staff development that will meet the needs of our campus community while also meeting the individual needs of a diverse group of teachers and learners. Teachers meet weekly in professional learning communities as a grade level with the Curriculum Strategist and campus administrators to discuss student assessment results, plan instructional activities, select appropriate curricular materials and share ideas for how to increase student achievement in each classroom. Many professional development activities take the form of small group or individualized training sessions that provide information focused on the specific curricular and/or instructional needs identified during student data analysis. We begin each year with a book study that motivates the staff and directs our focus on specific things that will contribute to a positive campus culture throughout the year. Our second book study is focused on ideas and strategies teachers can use in the classroom to increase student achievement and is chosen based on current campus needs.

Administrators, Content Specialists and Master Teachers work together to provide new teachers with the opportunity to be successful on our campus. In addition to focused training sessions, all new teachers are

assigned a mentor who is responsible for making themselves available to answer questions and provide support as needed. The Math and Reading Specialists provide new teachers with modeling and coaching as well as opportunities to observe Master Teachers. This occurs because our understanding that student success is a direct result of teacher effectiveness.

## **6. School Leadership:**

As the instructional leader of our campus, the principal at West Side Elementary maintains her focus on ensuring that the shared campus vision of “Doing Whatever it Takes to Ensure Excellence for All,” is more than just a slogan; it is a daily mission statement that is strongly rooted in the facilitation of a positive campus climate. The feeling on our campus is that we are a family of learners who support one another through good times and challenges, personally and professionally, and work together to ensure that our vision becomes a reality, day after day, and year after year.

One of the most important factors contributing to increased student achievement is the commitment of district and campus administrators to provide every student with a highly qualified teacher, support in providing effective instruction, and the ability to maximize instructional time with flexible scheduling.

Campus administrators utilize and depend on the valuable knowledge and experience of Master Teachers in solving complex problems on a daily basis. They encourage teachers to take leadership roles on campus and empower them to be creative thinkers, risks takers and life-long learners.

Every staff member at West Side works diligently to meet and exceed the high expectations established and shared by the campus administration throughout the year. Administrators meet with students during special assemblies, in small groups and individually throughout the year to share and reinforce high expectations and to make sure students know that their leaders believe that each and every one of them can experience success. Through it all, the principal at West Side places the highest of expectations on herself. Her commitment as a servant leader, who consistently makes every decision based on what’s best for students and staff, is seen, heard and deeply felt as she walks the halls of our campus each day. Through providing encouragement, support, a helping hand, and a shoulder to cry on, she strives to meet the needs of our organization while simultaneously meeting the needs of each individual

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Yearly Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	94	90	92	93
Commended	46	38	33	34	42
Number of students tested	78	71	94	77	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Met Standard	100	97	87	99	89
Commended	40	35	31	17	23
Number of students tested	62	60	70	64	56
<b>2. African American Students</b>					
Met Standard			90	93	87
Commended			27	14	7
Number of students tested			15	14	14
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	95	89	88	99
Commended	38	38	33	11	23
Number of students tested	48	39	46	27	22
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Met Standard	100	97	88	95	100
Commended	35	35	31	16	28
Number of students tested	40	34	42	19	18
<b>6. Largest Other Subgroup</b>					
Met Standard	100	91	97	94	94
Commended	63	39	36	26	31
Number of students tested	24	23	32	35	36

Notes: Other subgroup = white

Subject: Reading Grade: 3 Test: Texas Assessment of Knowledge and Skills  
Edition/Publication Year: Yearly Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Feb	Feb
<b>SCHOOL SCORES</b>					
Met Standard	100	96	90	96	89
Commended	45	44	28	38	28
Number of students tested	73	72	94	79	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Met Standard	100	95	88	97	89
Commended	35	23	23	38	20
Number of students tested	57	61	71	64	56
<b>2. African American Students</b>					
Met Standard			99	93	87
Commended			27	29	13
Number of students tested			15	14	15
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	93	80	99	91
Commended	32	13	20	30	9
Number of students tested	44	40	46	27	22
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Met Standard	100	91	85	100	100
Commended	30	9	14	40	11
Number of students tested	40	34	42	20	18
<b>6. Largest Other Subgroup</b>					
Met Standard	100	99	99	94	88
Commended	61	57	41	50	43
Number of students tested	23	23	32	36	35

Notes: Other subgroup = white



Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Yearly Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	93	94	99	72
Commended	49	40	34	56	13
Number of students tested	69	90	74	70	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Met Standard	98	94	93	98	62
Commended	43	40	29	41	11
Number of students tested	56	72	62	51	54
<b>2. African American Students</b>					
Met Standard		86	99	99	54
Commended		25	42	25	12
Number of students tested		16	12	12	17
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	95	88	96	70
Commended	53	45	19	48	5
Number of students tested	38	44	27	23	20
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Met Standard	100	97	93	94	
Commended	52	45	27	63	
Number of students tested	31	33	15	16	
<b>6. Largest Other Subgroup</b>					
Met Standard	99	93	97	99	81
Commended	42	38	41	46	18
Number of students tested	24	29	34	35	38

Notes: Other subgroup = white

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge and Skills  
Edition/Publication Year: Yearly Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	96	89	94	87	77
Commended	37	20	22	12	9
Number of students tested	67	90	73	69	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Met Standard	94	87	93	85	72
Commended	31	15	18	10	11
Number of students tested	54	72	62	50	54
<b>2. African American Students</b>					
Met Standard		93	92	83	54
Commended		13	42	8	18
Number of students tested		16	12	12	17
<b>3. Hispanic or Latino Students</b>					
Met Standard	94	84	92	77	65
Commended	28	14	4	5	5
Number of students tested	36	44	27	22	20
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Met Standard	93	79	100	73	
Commended	24	9	0	7	
Number of students tested	29	33	15	15	
<b>6. Largest Other Subgroup</b>					
Met Standard	95	96	97	94	92
Commended	50	34	26	17	8
Number of students tested	24	29	34	35	38

Notes: Other subgroup = white